

Kindergarten Topic: My Body

K-3: The student will demonstrate an understanding of the distinct structures of the human body and the different functions they serve. (Life Science)

Key Concepts: human body structures, sensory organs (eyes, nose, ears, tongue, skin)

Supporting Content Web Sites

Neuroscience for Kids

<http://faculty.washington.edu/chudler/chsense.html>

This site has some questions that teachers and students can answer and explore together. The reading level is high for kindergarten but with teacher guidance it would be useful.

K-3.1

Note: Some information is too advanced for students; appropriate for teachers as background information.

Preschool Rainbow

<http://www.preschoolrainbow.org/5senses.htm>

This site has some wonderful activities to allow students to experience their 5 senses. The activities on this site are easy to understand and use.

K-3.1

Sesame Street Workshop

<http://www.sesameworkshop.org/sesamestreet/games/flash.php?contentId=108866&>

Ernie narrates as the Bert identifies parts of the body and how the senses are used. This game is similar to “Simon Says” and can be played easily by the child.

K-3.1

The Five Senses

<http://pt3.sbu.edu/VFTs/5Senses/>

This site has pictures of the sensory organs with explanations. This site should be used by teachers to gain an understanding of the sensory organs.

K-3.2

Note: Some information is too advanced for students; appropriate for teachers as background information.

The Five Senses

<http://freda.auyeung.net/5senses/>

This site has pictures of the sensory organs with explanations. This site should be used by teachers to gain an understanding of the sensory organs to answer student questions.

K-3.2

Note: Some information is too advanced for students; appropriate for teachers as background information.

Suggested Literature

Roca, Nuria. (2006). *The 5 senses*. New York: Barron's.

ISBN: 0-7641-3312-8

Lexile Level:

Reading Level: 2.2

This book introduces the 5 senses and provides an array of sensory activities.

K-3.1

Levine, Shar. (2003). *Super senses*. New York: Sterling Publishers.

ISBN: 0-8069-7247-5

Lexile Level:

Reading Level: 3.8

This book explains the sensory organs through a series of experiments while using appropriate terminology.

K-3.1; K-3.2

Langley, Andrew. (2005). *Walking*. Minnesota: Smart Apple Media.

ISBN: 1-59389-149-0

Lexile Level:

Reading Level: 3.1

This book looks at various ways organisms walk while explain the muscles used in walking.

K-3.1

Frost, Helen (2000). *Touching*. Minnesota: Capstone Press.

ISBN: 0-7368-0386-6

Lexile Level: 300

Reading Level: 1.0

This book provides students with an explanation of how the sense of touch works through the use of photographs.

K-3.1

Gordan, Sharon. (2001). *Touching*. New York: Children's Press.

ISBN: 0-516-22290-2

Lexile Level: 380

Reading Level: 2.1

This book uses photographs to explain the sense of touch.

K-3.1

Olien, Rebecca. (2006). *Touching*. Minnesota: Capstone Press.

ISBN: 0-7368-4305-1

Lexile Level:

Reading Level: 2.9

This book describes how the sense of touch is used for hot, cold, rough and smooth. The book also describes the parts of the skin.

K-3.1

Hindley, Judy. (2002). *Eyes, nose, fingers and toes: a first book all about you*. Massachusetts: Candlewick Press.

ISBN: 0-7636-1708-3

Lexile Level:

Reading Level: 1.9

This book uses creative dramatics to help children understand the arm, fingers, hands, toes and eyes.

K-3.2

Bonsignore, Joan. (2001). *Stick out your tongue! : fantastic facts, features, and functions of animal and human tongues*. Georgia: Peachtree Press.

ISBN: 1-56145-230-0

Lexile Level:

Reading Level: 3.1

This book provides an explanation of animal and human tongues and their functions.

K-3.2

Molter, Carey. (2001). *Sense of taste*. Minnesota: Abdo Publications.

ISBN: 1-57765-629-6

Lexile Level:

Reading Level: 1.5

This book uses a series of photographs to introduce children to the sense of taste.

K-3.2

Rau, Dana Meachen. (2005). *My skin*. New York: Marshall Cavendish.

ISBN: 0-7614-1778-8

Lexile Level:

Reading Level: 1.9

This book describes the skin's structures and functions.

K-3.1; K-3.2

Suggested Data Streaming Video

Science Facts and Fun: Making Sense of It

ETV Streamline

This video segments show how the senses can be used in the world around you. The video then shows how items can be classified based on the senses.

Introduction of Making Sense of It 0:00 – 3:00

Classifying and Identifying 9:58 – 11:33

Summary of Making Sense of It 13:14 – 15:00

K-3.1

All Fit with Slim Goodbody: Body Design

ETV Streamline

This segment discusses how the human body is put together.

Brain, Bones, and Muscle: The Structure and Function of the Human Body 8:55 – 11:54 K-3.1

The Fabulous Five: Our Senses

ETV Streamline

This video shows how humans use touch, taste, smell, hearing and sight to explore the world around them.

Total Video 0:00 – 15:11

K-3.2

Career Connections

Athletic Trainer

An athletic trainer is someone in charge of the treatment and care of an athlete or a team. An athletic trainer must understand the structures of the human body and provide medical care when needed. Athletic trainers must also be able to teach students how to use their senses to participate in sports.

Doctor

A doctor is a person who practices healing. He/she must be certified for the service or treatment given. Doctors must understand the structures of the human body including the functions of sensory organs.

Emergency Medical Technician (EMT)

An EMT is health-care specialist with particular skills and knowledge in pre-hospital emergency medicine. These people assist and aid in emergency situations before a doctor is available. EMTs must understand the structure and function of the human body.

Nurse

Nurses are men and women who are responsible (with others) for the safety and recovery of acutely ill or injured people, health maintenance of the healthy, and treatment of life-threatening emergencies in a wide range of health care settings. Nurses must be familiar with the structure and function of the human body.